

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BSc (Hons) Sport, Exercise & Health (Top-Up)
Teaching Institution	New College Durham
Awarding Institution	The Open University (OU)
Date of first OU validation	July 2017
Date of latest OU (re)validation	March 2022
Next revalidation	March 2027
Credit points for the award	120
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2023
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism November 2019 (QAA, 2019)
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards Annex D: Outcome classification descriptions for FHEQ Level 6 and FQHEIS Level 10 degrees
Professional/statutory recognition	None
For apprenticeships fully or partially integrated Assessment.	N/a
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	1 year

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The Sport, Exercise & Health programme provides students with the knowledge, understanding and skills required for employment within the sport and exercise sector and beyond. Students will apply their knowledge and understanding in a range of relevant situations that develop transferable skills required for lifelong learning and career development.

Candidates graduating from New College Durham with a BSc (Hons) Sport, Exercise & Health will be able to:

1. Demonstrate knowledge and understanding of a range of topics in sport and exercise that are directly related to regional and National job opportunities within the sector.
2. Evidence the development of professional work-related skills including the need to meet ethical issues, health and safety requirements, relevant legislation and professional codes of conduct.
3. Demonstrate analysis, evaluation and synthesis of information that underpin sport and exercise theory and practice.
4. Demonstrate a range of transferable employability and lifelong learning skills including the use of self-reflection, self-appraisal, and independent approaches to learning.

Dual accreditation (if applicable)	N/a
Date of production/revision of this specification	January 2022

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/a

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/a

2.4 List of all exit awards

BSc (Hons) Sport, Exercise & Health (Top-Up)
BSc Sport, Exercise & Health (Top-Up) Ordinary Degree (60 credit)

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	40			No	Full year
Health & Exercise Intervention	20			Yes	2
Applied Sport & Exercise Support	20			Yes	2
The Promotion of Sport & Exercise	20			Yes	1
The Reflective Practitioner	20			Yes	1

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Demonstrate critical and analytical knowledge and understanding required to design/deliver sport and exercise interventions and programmes.</p> <p>A2 Demonstrate critical understanding of theories and concepts that underpin human performance.</p> <p>A3 Demonstrate critical understanding of key issues in sport and exercise.</p> <p>A4 Demonstrate critical awareness of current policy and practice on disease prevention and health promotion, and the relevance of exercise.</p> <p>A5 Plan, undertake and evaluate projects, programme and interventions using appropriate techniques and procedures.</p>	<p>Learning outcomes will be addressed within the modules of the programme. Students will have the opportunity to evidence each of these learning outcomes in at least 2 modules within the programme. These are aligned with the nature of the modules and support the underpinning benchmark statements of qualifications within undergraduate sport studies.</p> <p>Students will have the opportunity to learn, engage and then apply their knowledge within the assessment methods. They will be challenged to engage in academic discourse and will undertake and evaluate research in each module to develop their knowledge and understanding. The application of this knowledge and understanding will be evident in the research aspect of the assessments where students will be challenged to apply theories and concepts to case studies and independent research tasks. Where applicable, students will use contemporary equipment to aid in applying their knowledge. The majority of modules have an applied element; within which students will apply knowledge and understanding to practise in areas such as coaching, fitness and conditioning, exercise psychology and sports marketing. They will make justifications to design and delivery using an evidence based approach and be able to apply and reflect upon their knowledge of areas such as physiology, psychology and coaching within their applied practice</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	<p>Knowledge and understanding will be monitored using formative assessment throughout the modules. Key topics will include coaching; the fitness and conditioning of athletes and individuals of different populations; exercise psychology and management in sport. The individual research project allows students to evidence their knowledge in an area of sport and exercise that is of interest to them.</p> <p>Teaching and learning may include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p> <p>Assessment strategies may include essays, reports, case studies, research reports, presentations and practical observations.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Select, synthesise and critically analyse appropriate academic literature in sport and exercise to make independent judgements.</p> <p>B2 Formulate, evaluate and apply evidence based solutions to principles in sport and exercise.</p> <p>B3 Critically appraise and evaluate the effects of interventions on participants.</p>	<p>Students will be challenged to develop their cognitive skills by developing arguments and hypotheses based upon their research. They will explore research and be challenged to develop a critical analysis of the research in areas of sport and exercise.</p> <p>Students will be assessed on their ability to critique and evaluate research. They will develop their knowledge using independent thinking</p>

3B. Cognitive skills	
	<p>skills and produce recommendations based upon their knowledge, which is justified through supported literature.</p> <p>Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Analyse own skills necessary for employment within the sector of sport and exercise</p> <p>C2 Undertake independent project work with a continuous regard for ethics, safety and risk assessment.</p> <p>C3 Plan, design and evaluate practical application in sport and exercise.</p>	<p>Applying their knowledge, students will undertake a range of activities that allow them to develop the skills required for employment. In doing so, students will have the opportunity to use modern, industry standard equipment at various points throughout their programme of study.</p> <p>The nature of the programme requires students to become independent in their ability to learn and develop. The research tasks within individual modules and the research project require them to apply decision making skills and justify these based upon their knowledge and understanding.</p> <p>Ethical consideration and approval and an understanding for assessing risk is required within the Research Project module and is evident within other modules such as Applied Sport and Exercise Support. Ethical consideration and risk are taught in the early stages of the project management module to allow students to understand the importance of these and the need to have approval before any type of work is completed.</p>

3C. Practical and professional skills	
	Teaching and learning may include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Demonstrate digital literacy and communication skills in a range of contexts suitable for employment in sport and exercise.</p> <p>D2 Demonstrate numeracy skills to analyse and interpret data.</p> <p>D3 Produce work independently, and in doing so manage own time and workload to support development into employment.</p>	<p>Students will develop key transferable skills through data analysis where they will develop understanding of statistical assessments. Throughout the programme students will also develop digital literacy with the completion of assessments and presentations using suitable methods. There will be a range of assessment methods to allow students to develop their communication skills in different ways, both written and oral. The need to act independently is very much evident in the research of literature and the development of projects and assessment within the delivered modules.</p> <p>Teaching and learning will include tutorials, academic workshops, VLE integration, lectures, seminars, directed study, observations, presentations, peer feedback and plenary activities.</p>

BSc (Hons) Sport, Exercise & Health (Top-Up)
BSc Sport, Exercise & Health (Top-Up) Ordinary Degree
BSc Sport, Exercise & Health (Top-Up) Pass

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The programme has appealed to those students who have studied a Level 5 sport related qualification either at New College Durham or other institutions. Of those who have progressed to top-up their level 5 qualification only 1 student over the past 5 years has moved to another HEI to complete their qualification. There has been some recruitment from students who may have obtained 240 credits from another institute.

The relatively small class sizes and excellent pastoral and tutor support is an attractive feature of the course.

The College continue to invest in a range of up-to-date sport and exercise equipment. This includes improved fitness equipment, GPS monitoring, fitness testing equipment, blood, and oxygen analysis. This provides learners with access to technology that is recognised and used within industry, giving the students practical skills that are of benefit to employers. Every module within the course allows the students to apply their knowledge using case studies and the support of real participants. Within the teaching team staff have recently worked or continue to work within their field, giving currency to their own knowledge and their understanding of the demands of working within the sport and exercise sector.

Within the programme the students will be encouraged and supported to source authentic work-related experiences and simulated activities to enhance their learning experience. It will be the responsibility of the student to find and locate these experiences however, opportunities may arise throughout the academic year in the form of various projects and initiatives that the sports team support. Such examples of these during the current academic year include work on the Heart & Sole Project with the Podiatry team which has an aim of developing the movement and physical activity levels of the population with complex medical conditions. Another current example of in year projects is the work alongside Durham & Chester-Le-Street Schools Sports Partnership (SSP) where students work alongside practitioners from the SSP and help deliver and support a range of sports activities and initiatives to primary school children throughout the academic year. These opportunities are reviewed year on year with regards to feasibility and if they were not to be in place for 2022-2023 and beyond the sports team would continue to actively examine opportunities for the students to be involved in future projects and initiatives through links to local employers in the form of

the advisory boards and contacts that exist throughout the course team with these local employers.

The College works closely with several organisations to give the students experiences that prepare them for graduate employment. These include local primary schools who partake in practical coaching and fitness sessions where students design and deliver sessions to aid in the development of motor skills and fitness. The department support Durham Triathlon Club in both fitness and conditioning sessions and performance testing. This requires students to research and understand the physiological responses to exercise and training and develop structured and progressive training sessions for athletes that are specific to their sports. The VO₂ max testing allows students to apply their knowledge and understanding of physiology in practical ways whilst also developing their employability skills by working with 'real' participants. These established links provide the department with a range of external participants, both willing and able to participate in research projects and student activities.

Students can work in partnership with staff providing sports science support to Durham Women FC. This includes performance analysis, physical testing, and coaching support to the club including its Academy programme.

These links will support learners through several the proposed modules on the programme including The Reflective Practitioner, Applied Sport & Exercise Support, Applied Sport & Exercise Project & The Promotion of Sport & Exercise.

Internally, the College operate a Football Development Centre and undergraduate students support these by delivering fitness tests and conditioning sessions using an evidence-based approach. Performance analysis is also carried out by students using specialist software. The use of GPS equipment allows students to monitor performance during the game and quantify the physiological demands within the matches. The coaching module supports these teams where students can design, deliver, and evaluate their coaching practice. Students and coaches work together to develop sessions that aid both technical and tactical, as well as the physical demands of the sport. The introduction of the Playermaker system will allow more technical analysis to be made.

The relationships the College has with external partners also allows for the opportunity to bring to life the management and organisation of sport. Students will support organisations such as County Durham Sport, School Sport Partnership (SSP) and Durham County Leisure in the management of events and activities. For example, the College support the SSP with their Gifted and Talented programme where students design sessions to encourage those primary school children with talent to understand the components of fitness required and perform generic testing with the children. These results are then compared to the 'best in the world' to give the children a comparison with well-known athletes within a range of different sports.

From an exercise and health promotion view there are planned developments with different populations of people. The Department have disability groups to support the development of fitness within the participants. There is hope that further links can be developed with other populations both within the College and externally e.g. exercise referral groups. The course team also work closely with the School of Podiatry when looking at special populations who have a range of service users across two sites in

Durham and Bishop Auckland who could be referred to exercise programmes. The departments were successful in gaining funding from Health Education England to implement the 'Heart and Sole' project. This project focuses upon supporting patients to understand the health risks of inactivity and support them in becoming physically active. Students across both programmes work together to learn about programme design and motivational interviewing. This supports the delivery of the Health & Exercise Intervention module.

College students who can gain professional qualifications in Level 2 Gym Instructing and Level 3 Personal Training. This is offered at cost price to students. There will also be opportunities for students to gain qualifications in Exercise Referral. Two members of staff hold this qualification and relevant assessor awards to be able to offer this qualification.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

The Sport department have a strong pastoral support ethos for all students and as a college we have a range of support systems to allow learners to develop. There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires and ASC service learner feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

Student Induction

All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BSc (Hons) Sport, Exercise & Health degree course, including its aims and objectives, modules, skills associated with their studies, assessment strategy, and its approach to learning
- To introduce students to the learning resources available to them, whilst on the course, such as the virtual learning environment (student intranet and approved VLE) and the Library facilities
- To allow students the opportunity to identify issues which need to be resolved
- To enable students to meet the tutors involved in delivering the course
- To meet and interact with fellow students
- To introduce students to the code of conduct and regulations of the College
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support & Careers Services (ASC), Personal Learning Coach, Academic Support Tutor, Learning Support, and The Student Union.

Overview of Support Arrangements

Support needs are addressed with learners on an individual basis during diagnostic activities taking place during induction or through tutorials. Those students who are new to the College, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

✓ **Internal Students (Progressing from Level 5)**

Designated personal tutor and 1-1 tutorials.

Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLCs.

Access to Academic Support Tutor.

✓ **External UK Students**

Designated personal tutor and 1-1 tutorials.

Personal Learning Coach (PLC) support encouraged.

Access to Academic Support Tutor encouraged.

Personal Tutor System

A comprehensive personal tutor system is in place to make sure that students have direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.

All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the duration of their course.

The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At induction, the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

Academic Support

In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to learners via tutorials at set intervals during the academic year within the structure of each module.

Students also have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, advice and guidance service. This is provided by a comprehensive Advice, Support & Careers (ASC) Service. All students receive an induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, as well as career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website or to pick up from the dedicated ASC area within

the foyer of the Neville Building and the Sports Building. The Learner Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC or Connexions or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the College internet and College intranet. The service is also advertised via the College television system, allowing students in the communal areas of the College to become aware of the provision.

Career Guidance

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and also as a hard copy which is available at the ASC facility. The ASC staff also provide on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers based information related to sport and exercise, the course team will be the first point of contact for advice and guidance due to the specialist nature of employment based opportunities within the sector. Career guidance will be provided on a continuous basis throughout the duration of the course.

Support with Coursework

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance on, for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are also available on the student intranet to download.

To protect students against unfair competition, the College may need to ensure that the students are not submitting assessments which have been copied, plagiarised or are not, substantially, the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on the college approved VLE; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered each year. Documents include planners, course handbook, module handbooks, PowerPoint presentations, and assignment briefs.

Self-directed study is an important aspect within the course that will enable students the opportunity to develop their assignments when resources are not available outside of the College campus.

Research Ethics Procedures

New College Durham is committed to ensuring the highest standards of integrity and reliability in all aspects of research. Within the College, research ethics involves the application of fundamental ethical principles to all research carried out by students or staff. Students undertaking research will be entitled to full, appropriate and timely support but will be responsible for ensuring that their research adheres to the required ethical principles set out in the college procedure. Where primary research is being conducted, the researcher, in partnership with their research supervisor, is required to submit an application to the College Research Ethics Committee. No primary research can be undertaken without written confirmation of approval being given by the College Research Ethics Committee.

General responsibilities of the researcher are towards:

- a. Research participants – to ensure that no harm, either physical, psychological and social is done to the participants of any research study;
- b. Informed consent – this must be given willingly by the participant after they have been provided with information about the research study and been given the opportunity to have any questions they have answered;
- c. Confidentiality and anonymity– the anonymity and privacy of research participants must be respected. Personal information relating to participants must be kept confidential and secure. Reporting of the research must ensure that all data is anonymised;
- d. Data Protection – Researchers must comply with the Data Protection Act 1998. Participants must be provided with information about how the data is going to be used, stored and destroyed.

The following documents are located on the Student Intranet:

- Research Ethics Policy
- Procedure for ethical approval of a Research Project
- Application for Ethical Approval of a Research Project

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Candidates for the programme will be expected to hold a relevant level 5 qualification in a sport & exercise related subject (HND / FdSc / international equivalent 120 ECTS Credits). Those who hold 240 credits from other HEI's will be considered on an individual basis based upon the modules the candidate has previously studied.

All candidates will be interviewed either face to face, telephone, or Skype. A set of standard questions will be asked to all candidates. These questions will include the motivations for completing the course; applicant's expectations of the course; career

progression understanding; and challenges that the applicant understands in completing a level 6 programme. For those candidates who have not studied a research module during their studies, they will be required to undertake a written research report to demonstrate their ability to research and their understanding of research.

Within the course candidates may be required to work alongside participants from different populations; some of these may be vulnerable, therefore candidates wishing to pursue this route will be required to have an Enhanced DBS before working with these populations. DBS is not required to complete the programme but will be of benefit to those candidates wishing to work in some sectors of sport and exercise. The programme does work with organisations with children, and no students will be left unattended with any participant during the delivery of sessions.

Candidates will also be expected to hold a relevant level 2 qualification in English language and maths (or a minimum 6 IELTS in each band for international applicants)

Recruitment is primarily internally through the two pathways offered at level 5. Advertising for this will be via recruitment events for level 4 candidates and through the delivery of the FdSc programmes. Information will be available on the College website and through the UCAS application system. External recruitment will be through a range of activities arranged by the marketing team, including digital marketing through the College website and other forms of social media. This will be focused at Level 4 progression.

7. Language of study

The language of study will be English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The course will use the OU assessment regulations with no adjustments.

9. For apprenticeships in England End Point Assessment (EPA). (Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/a

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Learner feedback on experiences of teaching and learning is captured within course team meetings by student representatives and their attendance at student forums (departmental and cross college), student surveys, learner completion of written module evaluations, and as appropriate within 1-1 tutorials. Learner feedback supports internal quality systems include teaching observations, learning walks by Heads of School/Curriculum Managers, course team meetings, completion of in year course reviews that lead to annual report, and implementation of a quality enhancement plan to address set actions throughout the academic year.

Student Voice

The contribution of the student voice is a critical quality element at the College. It is focused around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the College to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students can have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate.

Nominated student-representatives are invited to participate in staff-student course meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing learners studying in higher education at the college, they help familiarise

learners with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise learner perceptions at a subject level and to establish specific areas of satisfaction and concern for learners. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Key Performance Indicators

The College has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. They meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

10. Changes made to the programme since last (re)validation

Staffing changing has led to two changes in module leaders.

There have been no changes to the module content or assessment over the validated period. During Covid, there were changes made to assessment methods to support student progression.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2	D3
6	Research Project		✓	✓		✓	✓	✓			✓	✓		✓	✓
	Health & Exercise Intervention		✓	✓	✓		✓	✓	✓	✓			✓		
	Applied Sport & Exercise Support	✓	✓			✓	✓			✓	✓	✓		✓	
	The Promotion of Sport & Exercise	✓		✓	✓			✓				✓	✓		✓
	The Reflective Practitioner	✓				✓			✓	✓	✓		✓		✓

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.